

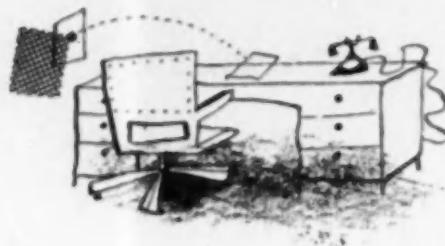
APRIL 1951

A rice field in Indonesia

(See Page 16)

The American Teacher





Teachers and the wage freeze

FREQUENTLY when teachers ask boards of education for salary adjustments, they are met by the answer, "We'd like to grant the teachers an increase, but we just don't have the money."

In some instances the boards are doing all in their power to raise revenues, maintain standards, and keep salaries in line with the increase in the cost of living. Far too frequently, however, our locals have found that the board's reply is made with tongue in cheek. Of course it is not always easy to increase school revenues, and it is easier to turn down the teachers' request than to attempt to renegotiate fixed charges or to avoid increases in the amount spent for supplies and equipment.

Another dodge frequently used in the early 40's was expressed in terms something like this: "As part of the war effort, all of us (meaning teachers) must hold the line—and even retrench. Now is not the time to seek adjustments in salaries." During those years factory wages and earnings of most other groups kept pace with the rising cost of living. Teachers, however, were often duped by boards of education, who hid behind the war effort to avoid meeting the challenge of increased needs and demands.

General Regulation No. 4 of the Wage Stabilization Board sets up the framework to repeat this travesty, for it places in the hands of governmental bodies the sole power of determining whether they are following the national wage stabilization policy. The same type of policy set the stage for the great cumulative lowering of living standards for teachers during a ten-year period. *This time we are insisting that our unions and those of other public employees have some channel of appeal on the national*

policy level. The only effective way to blast boards out of a false position is to expose their real purposes in avoiding equitable wage adjustments. We formally asked the Wage Stabilization Board (before the protest withdrawal of labor) for procedures of appeal when this dodge is used by public boards.

Unless some such remedy is available to public employees, they will again fall farther and farther behind groups which may seek adjustments and bring employers to an honest facing of employee needs.

Pedagogical maturity

A timeworn and shopworn excuse that teachers give for not joining an effective organization of their own—namely, a teachers' union—is that "it isn't quite nice" or "it isn't professional." The other day I received a letter which answers these excuses in direct and fluent fashion.

"... I am not a starry-eyed college boy with dreams of a workingman's utopia, nor am I a disgruntled ultra-liberal; I have been a junior college or secondary school teacher or administrator for twelve years. With my educational activities confined to private schools and colleges I have more and more forcefully been made aware that workers in my field have no security except through democratic organization and collective bargaining. . . . The grimness of genteel poverty has taught most teachers that extra dollars, pension hopes, and an honest deal on the job are more important than a vague professional status."

John M. Eklund

APRIL 1951

The American Teacher

Volume 35, Number 7

articles	5 <i>Philosopher Dewey at 91</i> by Robert Rothman
	7 <i>Teacher Organization and Democracy in School Administration</i> by George E. Axtelle
	10 <i>Some Backgrounds of Latin American Education</i> by Muna Lee
	14 <i>Right of Public Employees to Bargain Collectively</i> by John Litgenberg
	16 <i>Indonesia, a New Nation, Faces Many Problems</i>
	18 <i>An Experimental Group in the Danish Folk School Movement</i> by Hans Spiegel
departments	2 President's Page
	4 Secretary-Treasurer's Page
	21 Education News Digest
	23 The Human Relations Front
	24 Labor Notes
	26 Books and Teaching Aids
	28 News from the Locals

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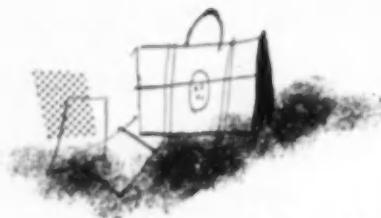
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It IS professional to join the union

IN many parts of the United States the hackneyed argument is again being raised that, since teaching is a profession, it is unprofessional for teachers to form unions and affiliate with organized labor. This is especially true in those areas where the AFT has established organizational beachheads for the first time and where both teachers and the general public are not familiar with the rapid growth of the AFT in recent years.

When a large AFT local was chartered recently in one of the larger cities of the Midwest, the Board of Education sent a communication to all teachers urging them not to join a union, implying that it is unprofessional to do so, and stating frankly that nothing would be gained by union organization. The board stated that it would deal with any teacher individually or any group of teachers, but indicated that it would not bargain with a union. This is typical opposition from a board of education which is opposing a union on philosophical grounds but which, from a practical standpoint, realizes that a bona fide union organization will have much greater professional strength.

attitudes are changing

Because of the outstanding success of AFT locals in solving the professional problems of teachers and in improving educational facilities for children, the attitude is rapidly growing throughout the nation that it is unprofessional *not* to join the teacher's union. In many cities of the nation where AFT locals have raised the professional standards of teachers after non-union organization had failed to do so, there is a strong feeling that those teachers who are not only willing but anxious to accept the bene-

fits of *unionism* but who are unwilling to join the union, really are the unprofessional teachers.

In the fifteen years during which I have served as National Secretary-Treasurer of the AFT I have never known of a single instance where salary increases secured through union action were refused by those teachers who argue that it is unprofessional to belong to a union. In fact there have been many instances in which non-union teachers have become impatient because they felt the union was not doing enough for them. These teachers, we contend, are truly the "unprofessionals."

there are still professional "hitch hikers"

There is the classic example of a teacher in Chicago who stated: "The Chicago Teachers Union is certainly a wonderful organization. I do not know how Chicago teachers would ever have gotten along without it, but I do not belong because I just will not pay \$12.00 a year dues. (The dues now range from \$12 to \$18.) Fortunately such professional "hitch hikers" are in the minority in Chicago, since a substantial majority of the teachers of the city are members of the Chicago Teachers Union.

The part which the Chicago Teachers Union played in the "clean up" of Chicago schools is one of the important chapters in the history of education in the United States. Political control of the schools can still be found, however, in many parts of the country. In many cities throughout the nation independent teachers' associations are helpless in the face of political controls which have developed in the schools. It is a high type of professionalism when teachers organize to protect the schools from unwholesome political machines and to keep the educational program channeled in the most constructive avenues of progress.

Experience in the AFT over the years has demonstrated clearly that, when teachers are thoroughly aroused over inadequate salaries or other professional abuses, at least 90% of them will gladly affiliate with a union if they feel that their problem can be solved immediately by labor support. The type of pious professionalism which unfortunately schools of education often inculcate in prospective teachers—

(Continued on page 9)

Philosopher Dewey at 91

by Robert Rothman
Wayne University, Detroit, Michigan

I SAW John Dewey last May when he was gracious enough to receive me for what was to have been a fifteen-minute visit, but which turned out to be two hours instead. Despite a virus infection which had then been bothering him for a long time, he was a slender and sprightly man, much younger in action and appearance than he had been more than a decade before, when I had visited him in Nova Scotia. He walked with rapid step, talked with his never-failing oblique wit, looked up with eyes keener than my own a reference in his dictionary, and separated with sharp clarity the wheat from the chaff in our long conversation.

Always, with unfailing kindness, he gave me encouragement in my somewhat faltering conversation, until I was at ease. In fact, he was too kind: as I later wrote him, "While I was in New York I visited a very interesting guy named Mr. Dewey to whom I explained John Dewey's philosophy. I say this in contrition, for I now have the feeling that I talked too much and asked too little."

the child-centered school is not Dewey's

Here is one of his comments that will be of especial interest to teachers. "Why," he asked, "do writers and teachers insist on saddling me with the child-centered school? Anyone who has read me knows that it is the socially-centered school that I have sought."

Here, of course, is the crux of John Dewey's educational philosophy. The antidote for traditionalism and authoritarianism is not to throw past standards out the window, but rather to encourage exploration in areas of problem and doubt. To let the child "just grow," as "progressives" have in his name advocated, is to leave the child at the mercy of chance, of every wayward influence. The child comes to school with impulses conditioned by his social community. It is up to the teacher to foster those impulses,

to make them conditions of a quest for skills and knowledge.

The school should be the child's world, says Dewey, a world in which he is encouraged to question, to doubt, and to solve the problems that are genuinely his. Skills should be secondary to his vital needs; only thus does knowledge become meaningful, only thus can he escape the education that is mere preparation for some dubious "time to come."

Such things John Dewey told me, while his somewhat disorganized white hair—Mrs. Dewey told him it needed cutting again—became more disorganized with each vigorous nod of his head.

philosophy is an eternal exploration

Most impatient is this patient philosopher with the so-called philosophers who deny the validity of human social problems, who seek refuge in the static and assured world of platitudes, tradition, and certainty. For him philosophy is an eternal exploration. Thus he recently wrote to me:

"Of all the criticisms made of philosophy and philosophers I don't know of any so deadly as that now passed by 'philosophers' upon themselves when they solemnly point out that to be 'true' a proposition must be 'necessary' and that to be necessary it must be 'tautological'; since propositions that venture to say something are 'synthetic' they are only probable. Hurrah for A is A! Why don't you relieve the prevailing gloom by an article that suggests that since life involves taking risks—even maybe that of dying—maybe philosophy would show signs of life if it took a dare once in a while? That you can simplify by hitching things together as well as by paring them down to 0 equals 0 might turn out to be an exciting exploration. Perhaps there are some fermentations that aren't cases of rotting."

Then, in the same letter, comes the dependable quirk of humor—or is it, perhaps, the distillation of wisdom?—"Philosophers could get beyond playing safe without having to go so far as Korea."

John Dewey, more than any other philosopher I know, is embarrassed in the face of reverential discipleship. This modest fellow has no idea why a fuss should be made about him. Perhaps that is why he enjoyed my quip (perfectly factual) in a recent letter: "You may be amused to know that I once spoke to an orientation class of juniors and asked them to name America's greatest philosopher. There was no answer. Finally one timid student raised her hand and asked, 'Is it Dale Carnegie?'" This, however, took place before you had been publicized by *Life*, the daily papers, etc. By now you are probably the second-best-known Dewey in the State of New York."

It is hard to believe that one great philosopher has lived to see his idea take root. If Dewey had ended his career in his 50's, he would have been listed as one of the major thinkers of all time. Instead, each year is only a starting anew. His major works: his *Human Nature and Conduct*, *Experience and Nature*, *Quest for Certainty*, *Art as Experience*, and *Logic* are products of his later years. His *Knowing and the Known* (co-author Arthur F. Bentley) is dated 1949. *Liberalism and Social Action*, *Freedom and Culture*, *The Common Faith* are lectures that have inspired the thousands who have heard them and read them.

This is John Dewey at ninety-one, as I have been privileged to see him. To our greatest philosopher—perhaps the greatest philosopher of all time—I can only repeat the message I sent him in 1949 when he reached the age of ninety:

"A living philosophy"—that phrase best characterizes John Dewey's contribution. There is no field of constructive thought or action that does not owe much to the fertile ideas of our greatest philosopher. Breaking with the rigid concept of truth as disclosure of fixed ideas or facts, Dewey has sought truths as instruments for the solution of human problems and the enhancement of human life. Values he finds not in fixed goals of the future, but in meaningful activities of the present.

"Because of Dewey, our schools have been transformed. Because of Dewey, democracy remains a creative ideal. Because of Dewey, philosophy is more than an intellectual game in a vacuum. Because of Dewey, liberalism is still a vitally significant approach to social problems.

"We who have sat at Dewey's feet share with him the joy he must feel in seeing within his lifetime how his teaching has borne fruit and enriched every facet of human experience."

Behind all these works is the self-effacing little man of social action, the man whose love of his fellow men has been expressed anew by the adoption of two children. John Dewey has fought every wrong and oppression, lent his stature to every worthwhile cause however unpopular. We of the Federation are proud to count him among our charter members and among our chief fountains of inspiration.

When I saw John Dewey in May, he was still at work despite his recent serious illness. "I'd like to finish my new book," he said. "My virus infection is clearing, but I could stand an infection of the three W's: Wim, Wigor, and Vitality."

There was no trace of querulousness—perhaps only wistfulness—as he added, "Maybe I'll never finish it."



ADVOCATE FEDERAL AID TO EDUCATION

AFT Secretary-Treasurer Irvin R. Kuenzli, AFL Vice-President Matthew Woll (chairman of AFL Committee on Education), and AFT President John M. Eklund are shown here attending the AFT-sponsored conference on federal aid to education. There were 105 national organizations represented at the conference, which was held in Washington, D.C., on February 17.

by George E. Axtelle

Chairman of the Department of History and Philosophy of Education, School of Education, New York University

Teacher Organization and Democracy in School Administration

This is the second part of a paper prepared by Dr. Axtelle under the auspices of the AFT Commission on Educational Reconstruction. Dr. Axtelle, a member of AFT Local 2, the New York Teachers Guild, was formerly an AFT vice-president and is now a member of the AFT Commission. The first part of the paper was published in our March issue. It is planned to publish the entire paper in pamphlet form.

ONE of the most difficult problems in securing effective communication lies in differences in status relations. Effective communication must rest in the last analysis upon the security the various parties feel in pressing their interests and points of view. Without this sense of security, minds and interests cannot meet. Democratic administration must be rooted in a sense of security.

It is for this reason that wise school administrators will not only welcome but encourage the independent organization of teachers affiliated with organized labor. Representatives of such organizations can talk with administrators on equal footing and express the ideas and sentiments of their membership. Communication then becomes a matter of mutual persuasion among equals rather than masked coercion and influence on the one hand and compliance or evasion on the other. Without the medium of an independent organization which can fully express the character and experience of the teachers, it is almost impossible psychologically to bridge the status difference between administrator and teachers.

Moreover, it is impossible for the administrator to communicate with his staff save through some organized structure. The faculty needs an organization as a medium for intercommunication among themselves as a means of making up their minds. They must take

counsel with one another in a systematic organized way and under conditions in which they feel secure in exploring and developing the full scope of their experiences, interests, and points of view.

Without such an organization, each is isolated from the other, suspicious and fearful of sharing his full thought. Hence each may assume the official attitude as a mask for his private sentiment. Sincerity, mutual confidence, and full intercommunication demand an atmosphere of independence and security. In such an atmosphere, petty annoyances, frustrations, and grievances may be continuously drained off and resolved. More important, these conditions lead to cooperation on broad professional matters.

both official and voluntary organizations needed

Actually there should be two parallel organizations. There should be an official organization of the faculty which is concerned with the continuing functions of the institution, such as student affairs, curriculum development, community relations, etc. In addition, there should be a voluntary organization concerned primarily with the personal interests and views of teachers, involving such matters as teacher welfare, salaries, working conditions, etc. There are two dangers, unless these two types of organization are distinguished. In the first place, if the official organization of the faculty undertakes to deal with the concerns of the voluntary

organization, it will inevitably assume the unfortunate character of a company union and will be used to smother teacher expression and initiative. The second danger is that the voluntary organization may invade the prerogatives of administration. Here, however, the line must not be drawn too sharply, for the voluntary organization may originate significant proposals for the consideration of the official organization, and vice versa. The distinction should be made concerning which organization shall finally work out the proposal. Each organization should be sensitive to the ultimate jurisdiction of the other.

It is of first importance how the voluntary organization conceives itself and its role. In the first place, while concerned for the expression of the personal interests and views of its members, it must conceive itself in terms of the general welfare. The personal interests of its members must be treated as constituent elements of the public interest. Hence they must be reconstructed accordingly. Without such reconstruction, the organization may become a narrow pressure group without social responsibility.

The second problem of the voluntary organization is that of developing a democratic structure and operation. If it fails to do this, it loses its real significance and function and may become an instrument of tyranny.

Teacher affiliation compatible with independence

One may agree to the need for an independent organization of teachers and yet feel that affiliation with organized labor negates the very independence sought. Some may feel that such affiliation violates the conditions of intellectual independence and social neutrality essential to freedom and integrity of teaching. They ask why such an organization should be affiliated to be independent, and how it can be independent if affiliated.

First, it should be recognized that affiliation with organized labor in no sense involves control or domination by organized labor over the internal affairs and policies of a teachers' union or federation. Each international union is autonomous.

It may be feared, however, that the association with organized labor may have the effect of prejudicing teachers in favor of one element of society at the expense of others. It may be felt that since teachers are the servants of the entire

community, it is important that they preserve a social neutrality and objectivity in their instruction. Affiliation with organized labor would doubtless create a bias toward organized labor. Teachers should not emotionally or organizationally identify themselves with any special class or group in the community.

The problem of neutrality is not simple. Certainly when dealing with controversial matters the teacher must help his students deal fairly and objectively with the contradictory claims put forth. In this sense, teachers should be fair, neutral, and objective.

Teachers cannot be neutral about everything

In another sense, however, teachers in a democracy cannot be neutral. They cannot be neutral in their respect for the dignity and preciousness of human personality. This respect for human beings must pervade their methods of teaching and their attitudes toward human situations. Moreover, it is their responsibility to instill this attitude in their children.

They cannot be neutral in their respect for the effective methods of inquiry and criticism. To put it another way, they cannot be neutral in their respect for truth and reason. Hence, they must be prepared to resist those social forces or influences which would restrict the scope of inquiry and reason.

They cannot be neutral regarding the public and common interests and needs of their community, their nation, or world order. They may be uncertain as to what these interests and needs are, but the inquiry regarding them they must pursue with their students. They must resist any pressure which would interfere with this inquiry or the moral commitments which may flow from it.

In brief, American teachers are dedicated to the democratic ideal. Public schools were established precisely to promote that ideal. Hence, they cannot be neutral about anything relating to it.

Now affiliation with organized labor need in no way interfere with a teacher's fairness and objectivity in the conduct of controversy and inquiry. As a matter of fact, such fairness and objectivity is an essential element in a teacher's craftsmanship. To violate that craftsmanship would be to violate one's character as a teacher.

On the other hand, affiliation with organized labor gives teachers a security and protection in their role as teachers. It does so for several

reasons. In the first place, organized labor has been one of the most active forces in pressing for ever greater educational opportunity. The reason is simple. Workers have desired the best possible education for their children in order that they might improve their lot in life. Their children are the first to suffer from degrading the quality of education.

In the second place, workers stand to gain more from democracy and to lose more from its loss than most groups in a society. Organized labor is the first to suffer under dictatorship. Hence whatever one may think of organized labor, it must be recognized that it jealously champions democracy and as energetically fights all forms of dictatorship even in its own ranks.

The net effect of affiliation with organized labor, therefore, is to insure the independence and autonomy of free education as well as to give social support for it. Affiliation has the further value of providing trained counsel on educational policy. It is partly for that reason that the educational policy of organized labor generally has been informed and progressive.

Thus, the independent organization of teachers affiliated with organized labor provides a necessary condition for effective intercommunication among the staff and between staff and administration. At the same time it provides the social support essential to free democratic education.

SECRETARY-TREASURER'S PAGE

(Continued from page 4)

to the detriment of the teaching profession—dissolves quickly in the face of economic needs and abuse from political chicanery in the schools. When actually on the teaching job, working for meager salaries, teachers learn that they are "professionals" in an entirely different sense than doctors, lawyers, and dentists who determine their own working conditions.

Many thousands of teachers in the United States know from practical experience that teacher unionism is the highest type of professional action because it results in actual accomplishment rather than mere declaration of philosophical principles.

Irvin R. Kuenzli

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WRITE FOR CATALOGUE

address:

The Registrar, New School
66 W. 12 St., N. Y. C. 11, N. Y.

An address delivered at the 1950 AFT convention in Detroit

Some Backgrounds of Latin American Education



by Muna Lee

Office of Inter-American Affairs,
U.S. Department of State

Miss Muna Lee talking with Dr. George S. Counts at the AFT convention.

FROM the very start, the School of San Francisco had close on to one thousand students. Some were the children of the Spanish conquerors, but most were sons of Indian nobles. They received elementary instruction in religion and in the rudiments of learning. Later on came Latin and music. Vocational classes for adults, organized after a few years, turned out excellent artists and craftsmen: sculptors and stone cutters, painters, engravers, carpenters, tailors, shoemakers. A children's hospital was operated in connection with the school.

It was the first educational institution to be established in the New World, founded in Mexico by a Franciscan friar, Pedro de Gante. The year was 1523. Even before that school was founded, education of the Indians had been carried on systematically. The program began in the island city of Santo Domingo, where by 1510—or one hundred and ten years before the landing of the Pilgrims at Plymouth—Dominican brothers were teaching the Spanish language as well as the Christian faith to the Taino Indians. At the Academy of the Holy Cross, founded in Mexico in 1536, Mexican medicine—the lore of native herbs—was one of the courses taught. Nahuatl pupils of the school

in their turn taught Nahuatl language classes for the Spaniards.

Many other schools, and some universities which survive to the present day, sprang up in the Spanish colonies. John Smith was not yet Captain—in fact, he had not yet been born—when Vasco de Quiroga, Bishop of Michoacan, organized a community of villages in which each village was taught its own special craft. There were seven universities before 1600; at Santo Domingo and Santiago de la Paz, at Mexico City, Bogota, Quito, at Lima and Cuzco. Most of them had the four traditional colleges: Arts, Theology, Law, and Medicine.

The printing press likewise arrived in this hemisphere long before our English forebears did. The first press was established in Mexico about 1535. A book published there in 1539 is still extant. It is a bilingual religious work with the text in both Spanish and Nahuatl, the Aztec language. In New Spain alone—excluding all the rest of the Americas—books in 10 different native Indian languages had been published by 1600, and countless Indian chronicles had been translated into Spanish. Peru's first press, dating from 1584, was also very active. Newsheets, forerunners of the modern newspaper, were issued at Lima and at Mexico City prior to 1600—which means that they appeared in

this hemisphere before they did in Europe.

The public theatre, housed in its own building, acted by its own company before a paying audience, was inaugurated in Mexico in 1597, when in Europe it was still a novelty.

Creative genius—not of the Spaniards only but also of the Indians whom they taught—left as enduring monuments vast cathedrals, and the sculptures and paintings adorning them. The world's literature was diversified and enriched by New World contributions. A host of discoverers, explorers, and conquistadors wrote voluminously, and many of them wrote extraordinarily well, sometimes because of innate talent, sometimes by the sheer force of having a magnificent tale to tell with the necessity of setting it down as clearly and concisely as possible.

All this ardor for education and cultural expression was demonstrated by one of the least sedentary people in human history, the sixteenth-century Spaniards. No breed of men have had more doors suddenly opened for them on adventure and wonder, and none have ever responded more swiftly, eagerly, and hardily to challenging but perilous opportunities for material and spiritual gain.

an era of interchange between hemispheres

It was above all an epoch of tremendous interchange between hemispheres; of giving and taking in such variety and profusion as earth had never seen. What were some of the things that Spain brought to her new found lands? The sailing vessel and the horse; the wheel; cattle and sheep and pigs and chickens. And gunpowder. What were some of the things that the New World introduced to Spain? The canoe and the hammock; potatoes, both the sweet and that tuber misnamed the Irish; tomatoes and eggplant and corn; pineapples; chocolate; rubber and quinine, and a host of medicaments to ease an ailing world.

From the beginning of the period of colonization, a highly important policy of Spain toward her American colonies was that of sending out technical experts. They were needed, of course, to speed the work of making the colonization effective. So they arrived in hordes; mechanics, mining and hydraulic technicians, farm laborers and ditch diggers; and with them came tools, seeds, plants, and livestock.

In this country we are often led to believe—and all too often it is our historians who so

mislead us—that the Spanish conquest of America was wholly conquest by fear and for gold. Let me quote on that subject a Spaniard who is also a great and objective historian, Rafael Altamira:

"... Culture in relation to the Americas was understood by the Spaniards with the liberalism to which they had been obligated by their recognition of the Indian's status as that of a free man. Consequently, the media of culture—general and professional schools, the printing press, and all the rest—were extended to the Indians and not restricted to European colonists, whether Spanish or of other nationality, as was the rule in colonizations carried out in the New World by men from other lands than Spain. In accordance with this liberal criterion, Spain even brought to the Americas institutions of high learning—the universities—and advanced methods of scientific work and research, whether employed for such industries as mining or applied to unselfish labor in the field of the natural sciences; in which field . . . Spanish naturalists, chemists, cosmographers, mathematicians, and others greatly distinguished themselves. The first printing press of the Western Hemisphere was founded by Spaniards in Mexico one hundred years before the first English book to be printed in America was issued at Boston in 1640.

"The education of the Indians was effected by the official or private establishment of special schools, and most particularly those created by the religious missions (Franciscans, Jesuits, and those of other Orders) which in some districts formed model communities of peaceful civilized living or of agricultural or other activity as occurred, for example, in Paraguay and California."

city-planning in Latin America

City-planning was one project to which the Spaniard of those days devoted much thought. What is a typical Latin American city like? Those of us who have visited the neighboring republics have learned the pattern. So too have those of us who have lived in our own Southern states, to which it often afforded a model. Generally speaking, there is a central square, or plaza, with the municipal buildings, church, shops, and very likely the public market built on the four sides. It is a good practical plan, especially for its intended purpose: to serve an isolated citizenry in sparsely settled country.

It is not in any way like the plans of the cities in Spain itself, but was a special design for the special conditions of the Americas which it still serves admirably.

If this general outline I have sketched hastily seems merely outline, with no shading to give perspective, let me say at once that there were shadows, some very dark. The official attitude of Spain toward the Indians was a lofty example of the human conscience striving to see a right and to act justly. The dual objective was to Christianize the Indians and to extend to them, as well as to Spain's own colonists in the Americas, all the cultural media of Spain itself. This policy, drawn up and enunciated in Spain, was entrusted to overseas officials. All too often greed, selfishness, and vanity on the part of some colonial administrators and some colonists thwarted in practice the beneficent intentions of the laws. There was a further complication arising from honest difference of opinion as to just how far the indigenous Indian was capable of acquiring the education and culture offered him. The varying answers to that problem were frequently reflected in the laws themselves. As a result there was considerable use of the trial-and-error method in educating the Indian. One school of thought held that an Indian interested in farming would best profit by the same civil and agricultural conditions as were experienced by farm workers in Spain. The resultant project—which has been likened to tossing him into the stream to see if he would sink or swim—was, in the phraseology of sixteenth century Spain, "the Indian Experiment." There are still reflections of all the foregoing attitudes in some educational legislation and practice in Latin America today.

linguistic differences among Indians

One of the most urgent problems now, as it was four centuries ago, is public education in those regions where great masses of the population are Indians, themselves divided linguistically into different groups. The approaches to this question in Mexico, Venezuela, Guatemala, Bolivia, Peru and elsewhere are of extreme interest in the development of educational techniques.

In all the Americas, North and South, the first colonial interchanges, naturally, were across the Atlantic, mainly from the Spanish colonies to Spain, from the English colonies to England, later also from the Portuguese col-

onies to Portugal, the French to France. However, interchange acquired a new character in the late eighteenth century and early nineteenth. When the colonies which had been thinking independently in terms of Europe began to think independently in terms of America, a new relationship of fraternity among themselves was evolved. It has been said that during our own Revolutionary War, the influence of Philadelphia pervaded all South America and became a unifying psychological factor in the armies that fought not long afterwards to free the Southern continent.

associations linking the Americas

We can call up many figures from our common past to illustrate further the truth of this one-time solidarity of American thought. Miranda, Precursor of Independence, came from his native Venezuela to fight for our Independence in the Revolutionary War. The friendship between Henry Clay and Bolivar, the great Liberator, was so real and so deep that a splendid library of books relating to the two men has been collected at Caracas as a memorial to that union of heroic minds.

Alexander Hamilton, our first Secretary of the Treasury, came from the tiny Caribbean islands of Nevis and St. Thomas. William Thornton, first architect of the United States Capitol and first Director of the United States Mint, was born on that microscopic dot of Antillean land called Jost Van Dyke. George Washington in his youth visited Barbados and observed with a farmer's careful eye the methods used to grow sugarcane, and noted down in his diary the names and shapes and colors of the bright tropical fruits served him for breakfast. The list of associations is long and includes things great and small, noble and trivial; all the minutiae that, coral-like, have built slowly toward solidarity of the Western Hemisphere.

There is, of course, much differentiation in the national cultures of the twenty-one American Republics. In spite of all ethical and cultural differences, however, there are, in all our countries, certain distinctively American social features, certain distinctively American educational patterns—as you observe, I am using the word "American" in its hemisphere sense—which were developed by applying institutions inherited from Europe to a new free land. The American Republics, which have so much in

common, naturally build upon the basic likenesses. But the differentiations in our cultures—which are not division but diversity—are no less a part of our personalities as peoples and as neighbors, and no less strong as foundations of friendship and understanding.

In inter-American relations in the past we were often preoccupied with the differences in our environment and our outlook. We now recognize as of greater importance the fundamental identities in our beginnings as free and independent peoples and in our constant objectives of independence and freedom.

American solidarity in time of tension

The solidarity of the American Republics hardens under tension and under pressure. It has been not weakened but strengthened by two World Wars. The swift spontaneous denunciation by the 21 American Republics of aggression in Korea, and support of the United Nations from every capital in the Western Hemisphere, manifests it once again, here and now.

Twenty years ago, at an inter-American educational congress in Havana, Cuba, a Peruvian delegate said:

"And now I ask you: What is the significance of this deep spiritual unrest, of which the cen-

trifugal force drives us to these efforts toward unification and cultural coordination? What is the significance of the unanimity of these aspirations for continental cooperation and harmonization . . . ? Their significance . . . lies in the blossoming forth in our America of a new culture. . . . As in the case of Asiatic civilizations which were followed in the course of centuries by the civilization of Europe with its twofold aspect of Latin and Anglo-Saxon cultures, so, in a future as yet indefinite, though certainly not far distant, this European civilization whose sons and heirs we Americans are, will be followed by a new one, not exclusively Latin, not exclusively Saxon, but rather the product of the collaboration in and the coordination of that which is noblest and finest, truest and most human, in both. . . ."

That was a peacetime utterance which acquires even greater relevance in this present period of conflict and stress. The solidarity of the American Republics, which is the safeguard of the freedom that we cherish and the democratic faith that we share, was forecast long ago by the Prophet Isaiah, with whose words I close:

"They helped everyone his neighbors; and everyone said to his brother, 'Be of good courage!'"



Photograph from Pan American Union

NATIONAL UNIVERSITY OF SAN MARCOS, FOUNDED IN 1551 IN LIMA, PERU

By John Ligtenberg

General Counsel, American Federation of Teachers

Right of Public Employees to Bargain Collectively



JOHN LIGTENBERG

A JUDICIAL decision of the greatest importance to public employees was handed down by John A. Weeks, Judge of the District Court of Hennepin County, Minnesota, on January 22. The janitors and engineers employed by the Minneapolis Board of Education had struck for higher wages. After a long period of negotiation a strike was called on January 2, 1951. On January 5 the Board obtained a temporary injunction which the union representing the janitors and engineers moved to vacate. In a sweeping opinion, subsequently upheld by the Supreme Court of Minnesota, the District Court quashed the injunction and upheld the right of public employees to strike for higher wages and better working conditions.

While the opinion covers a number of points of importance only in relation to Minnesota procedural and statute law, the principal thesis of the opinion was a thorough exposition of the fundamental issues at stake.

The opinion followed rather closely arguments advanced by the writer on related subjects. It acknowledged the broad powers of a Board of Education over all matters relating

to the public schools. The Minnesota constitution, in common with the constitutions of most other states, makes it the duty of the legislature to establish a general and uniform system of public schools. These broad powers do not, however, exempt the Board of Education from statutory regulation. The Court held that the Board of Education was subject to the provisions of the Minnesota Labor Relations Law, even though it was not specifically mentioned.

The Court saw no conflict between the powers and duties of a School Board and the right of School Board employees to select a representative to negotiate with the Board, thus specifically holding the right of public employees to bargain collectively.

The language of the Court in passing on this phase of the case is significant.

"There is nothing in the requirements of M.S. Chap. 185 (Anti-injunction Act) which interferes with the exercise of the powers and privileges and the responsibilities granted to the board of education or impinges upon their duties thereunder, nor is there anything contained therein which negatives the right of their employers to select a representative to negotiate with the board and attempt to come to an understanding relative to their conditions of employment, even though the board by a majority vote of its members must pass upon and agree to the results of their negotiations."

The attorneys for the School Board argued strenuously that public employees have no right to strike, as "it is an obstruction of the function of government and violates the concept of sovereignty of the state or government, and no law that may be written may impair, limit or regulate that power in any manner whatsoever."

The idea that the sovereignty of a state precludes the right of its employees to bargain collectively and to strike was rejected by the

Court by a reference to the fundamental American ideas of the limits of sovereignty and the freedom of action of its citizens. Several pages of this portion of the opinion are well worth quoting in full. We quote only one paragraph which reveals the insight of the Court into the basic American philosophy of government.

"To contend that under the abstract idea of sovereignty the citizens of a state could not petition and meet with their government or any of its departments or officials and to negotiate and if such negotiations failed, refuse to function for it would be a reversion to the old monarchial right of sovereignty and the divine right of kings which is repugnant to the idea of a free citizenry which was first recognized and has been under the process of constant development since it was asserted before King John at Runnymede and resulted in the signing of the Magna Charta."

The question of whether strikes by government employees may be prohibited by law, even though they exist as a basic right, was not strictly before the Court. The Court, however, conceded that the regulatory power exists, since the Court had found that no Minnesota statute prohibited the strike in question. The statements of the Court on this point may be regarded as something lawyers call *obiter dicta*, that is, a statement not necessary to the decision and therefore having no binding force.

At the same time, the idea that a public employee may not strike merely because he is a public servant is "to indulge in the expression of a personal belief and then ascribe to it legality on some tenuous theory of sovereignty or supremacy of government."

Further the Court said, "The right to strike is rooted in the freedom of man, and he may not be denied that right except by clear, unequivocal language embodied in a constitution, statute, ordinance, rule or contract."

the decision will have a wide influence

That this decision will be widely discussed and will have great influence cannot be doubted. Courts of other states will feel constrained to follow it. In many cases, Courts will give the decision lip service but strain every effort toward finding a distinguishing feature that will enable them to come to a different result.

It should, furthermore, reinforce the efforts of those who seek to gain statutory recognition



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of the right of public employees to bargain collectively. At the same time it will give added impetus to those seeking laws prohibiting strikes by public employees in the several states.

This is a major victory for the organized public employee. Even without the right to strike, the fundamental right to bargain collectively by representatives of their own choosing is established beyond recall.

A.F.T. POLICY ON TEACHERS' STRIKES

WHEREAS, At the present time, it cannot be said that even one state among the 48 states in the nation makes adequate provisions for the negotiation of issues involved in teacher-employer relationships; and

WHEREAS, Refusal of school authorities to negotiate or to establish adequate machinery to adjust grievances over the years has resulted in a steady lowering of morale among teachers; and

WHEREAS, Intolerable conditions have forced teachers in some instances to take strike action; therefore be it

Resolved, That despite the existence of these deplorable conditions we deem it wise that the American Federation of Teachers maintain a no-strike policy; and be it further

Resolved, That its locals adopt methods of negotiation conformable to local needs and laws; and be it further

Resolved, That the American Federation of Teachers support locals to the fullest extent in their efforts to secure adequate salaries and satisfactory working conditions or the redress of legitimate grievances.

Adopted at 1947 AFT convention

INDONESIA, a New Nation, Faces Many Problems

INDONESIA, land of steep mountains and soggy marshes, of spirits and ghosts and Oxford English, of fabled riches and low-paid plantation workers, marked its first anniversary as a nation on December 27, 1950. It was an event of great significance—and not only to the 75,000,000 inhabitants of the hundreds of islands which make up the 4,000-mile archipelago.

Among those who joined in celebrating the anniversary were the Marshall Plan employees sent to the 2,000-island nation to give it a helping hand. Living under difficult circumstances, these United States envoys are helping to dispense sorely-needed supplies — penicillin, books, agricultural tools, fishing equipment—in short, the basic needs of a colonial economy being transformed into an independent and self-sustaining nation.

American labor leaders are squarely behind the Marshall Plan's program of aid for Indonesia, for they know that free institutions and free trade unions cannot live where there is poverty and want. They have also placed a firm stamp of approval on the major goal in Southeast Asia of the International Confederation of Free Trade Unions (ICFTU)—to expand and strengthen free trade unionism.

The new Indonesian Government encourages the organization of workers. "It has become a deeply-rooted understanding among us," declared the Indonesian Minister of Labor, "that social guarantees for our labor class cannot simply be expected from and be left in the hands of employers alone. The laborers themselves must take part in the fixing of their wages and salaries, work hours, and other conditions. . . . In the interest of the laborers themselves, good orderly means must be used to attain those aims, and those means are good labor organizations."

Workers and employers have had so little experience in collective bargaining, however, that strikes occur again and again before any real effort has been made to reach an agreement. Some are Communist-inspired, but many are caused by low wages.

There are many other difficulties. Major problems facing the new nation include a crippling inflation and a dearth of well-trained Government workers.

UNESCO assists in improving education system

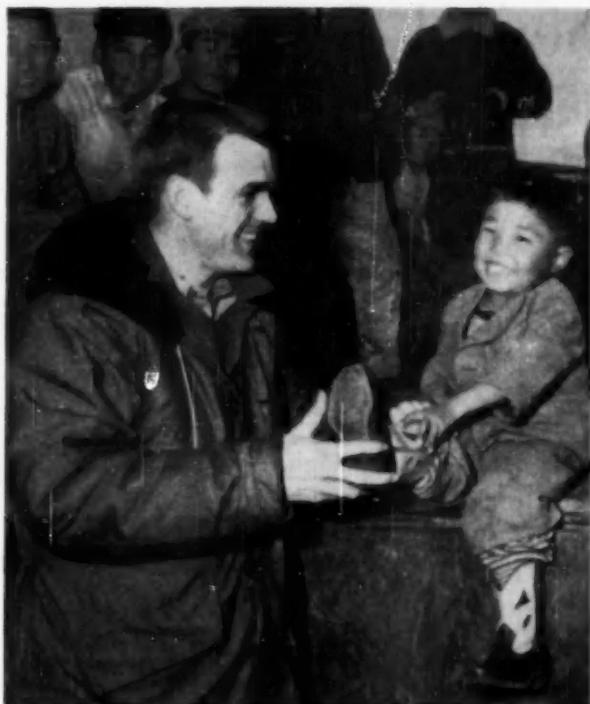
Recognizing that the prosperity of the country depends on the qualities and abilities of its people, the Indonesian Government is today seeking to provide the country with an efficient system of education and training.

UNESCO, whose Fifth General Conference admitted Indonesia as a Member State last year, has already taken an active part in helping these efforts. Last May, a UNESCO representative was among the members of the UN Joint Technical Assistance Mission sent to consult with Indonesian authorities on their plans for economic development and to determine in what fields assistance was most needed.

Today Indonesia is one of the twelve countries which UNESCO is helping under the first part of its technical assistance program. An education team is setting in motion a training program for teachers who will be needed in resettlement areas and as part of a joint UN mission. UNESCO is drawing up a fundamental education demonstration project and a teachers' training center for schools which will be needed in those areas.

UNESCO will also help the Indonesian Government to establish an adequate primary school system. At present only 25 percent of the country's school age children receive instruction, and the adult illiteracy rate is estimated at from 50 to 90 percent.

CARE Aid Urged for KOREA



ACME PHOTOS

The CARE - for - Korea Committee is sponsoring an appeal for funds to send the familiar CARE food and textile packages to the people of Korea. Contributions in any amount may be sent to the AFL Representative, CARE-for-Korea Committee, 20 Broad Street, New York 5, N.Y.

ABOVE: This smiling orphan lad tries on a pair of fancy boots, one of many gifts sent to Korean orphans by the American people.

RIGHT: Bewildered Korean orphans, with tears in their eyes, wait in the fuselage of a C-54 transport of the U.S. Far East Air Forces for evacuation from Seoul to a haven in southern Korea.

The fighting that has swept back and forth across Korea has taken a dreadful toll of its people. Crops and livestock have been decimated, homes destroyed, clothing and all possessions lost. At least two million South Koreans are homeless refugees, with many among them widowed, orphaned, wounded, and sick. Though the U.S. Government, with other U.N. members, has pledged relief supplies for Korea, immediate aid from individuals is needed if Korea's civilian population is to be saved.



An Experimental Group in the Danish Folk School Movement

Since a number of AFT members expressed special interest in the article on the Danish Folk School in our February issue, we are presenting this additional information, which was sent to us by Hans Spiegel, a member of AFT Local 189 and of the American Advisory Committee for the Experimental Group in the Danish Folk School Movement.

YOU probably have heard of the Danish Folk Schools. They have been hailed the world over. One American scholar writes, "The spirit of these schools is the spirit of democracy." The *Kristelig Dagblad*, a Danish newspaper, quoted Mrs. Franklin Roosevelt after her visit to the Folk Schools when she commented, "Those (Folk Schools) are the kind of schools we need in the United States." But few Americans have as yet been able to get to Denmark to learn about the Folk Schools. Far fewer have actually lived and studied in them.

Here is a unique opportunity! This August, 15 young American men and women will leave for Denmark to experience at first hand what it means to attend a folk school and to take part in Danish life. They will not be tourists. They will be serious (though gay) students of Denmark, particularly of the Folk Schools.

How did the experimental group get started? In 1947 a young teacher in the Haslev Folk School, Aage Rosendahl Nielsen, came to the United States for graduate study. After staying in this country for two years he became so convinced that America could profit from an acquaintance with the Danish Folk Schools that he persuaded ten recent college graduates to return with him and his American bride to Denmark. This group left the United States in the fall of 1949 and comprised the first Experimental Group in the Danish Folk School Movement. A second group went to Denmark in the fall of 1950. Because of the enthusiasm of the participants in these groups, and because of the wonderful reception of these groups in the Folk Schools and in Danish homes, it was decided

to expand this program and to make this experience available to more young and mature Americans.

Just What Will the Next Experimental Group Do?

August 7th—The group will leave New York by boat. On board they will get better acquainted with each other, will get a broad orientation to the project, and will study and practice the Danish language.

August 18th—Upon arriving in Denmark they will spend a week in Copenhagen, sight-seeing, hearing introductory lectures and discussing their plans for their stay.

August 24th—Each individual will then have an opportunity to go to a Danish home for a month, taking part in regular family and community life, at once practicing spoken Danish and acquiring insight into the culture. Because the Folk Schools emphasize "the living word" (communication from *person to person* rather than from *books to persons*) facility in the Danish language is indispensable to anyone seeking first hand knowledge of this kind of education. Participating in routine Danish life is also important because the Folk Schools were created to transmit, recreate, and enrich the common Danish life.

September 21st—After this first month in homes, the whole group will get together for a week during which members will discuss their experiences and will try to gain further insight with the help of competent leaders.

September 27th—Each person will go to another home and community for a second month.

October 20th—Another evaluation week will again take place, bringing all participants together.

November 3rd—Now the group will be divided among the four most outstanding Folk Schools. There they will live and study until Easter. Each person's course of study will be dictated by his own interests, within the "liberal arts" nature of the Folk School curricula. The curricula in these Folk Schools differ somewhat, but they usually provide most of the following: World and English Literature, World Politics, Church and School, Sociology, Teaching Hand-work, Drama, Bible History, Teaching Gymnastics, Philosophy, Zoology, Chemistry, etc. In addition, Folk Schools usually provide one or more special lectures daily at which the whole student body is present.

But what is studied in the Folk Schools is not so important as *how* it is studied. Anyone who decides for or against study at a Folk School because of the subject matter will have missed the point of "the living word."

Ample opportunity is given each member of the Experimental Group to take field trips to other Folk Schools and social developments in which he may be interested. The period of study will also include a long Christmas vacation during which group members will be free to visit friends they have made, to go skiing on the Continent, etc.

The whole group will gather periodically to explore the meaning of their "studying the Folk Schools by studying in them." Thus group members will be encouraged to take initiative in forming the future program and evaluation of their group. Present at these meetings will be trained resource people who are familiar with past Experimental Groups and who are anxious to help in any way they can.

April 15th—At Easter the program of the group will terminate. Each person will then be left to his own resources. A variety of plans for the rest of the stay in Europe will probably have been made by this time. The first Experimental Group toured the Continent together, spending some time on the Riviera. Then some returned to visit still more in the Danish homes of which they had become real parts. Others travelled extensively as individuals on the Continent. One is still in Denmark!

All group members are encouraged to explore what their Danish experience will mean for their own work in their own communities in the U.S.A. The Experimental Group continually seeks ways of applying here what is found to be suggestive over there.

What is the cost? The estimated cost for transportation from New York to Copenhagen and return, board and room, tuition, and for adequate but reserved personal expenses is only \$950. This low sum is made possible through the cooperation of the Danish Folk Schools, the hospitality of Danish families where group members will spend considerable time, and through contributions of money and of services by interested individuals on both sides of the Atlantic. No one interested should refrain from applying because of lack of funds.

Who is eligible? College graduates will be given preference. But this is certainly no hard-and-fast rule, since such factors as "maturity," "serious interest" and an "adventurous spirit" are more crucial than years spent in formal education. A speaking knowledge of Danish is not required. But the willingness to acquire it is. The Experimental Group places no racial or creedal restrictions on its membership.

Who is behind this venture? Aage and Laurel Rosendahl Nielsen, the founders of the Experimental Group, are its co-directors. An advisory committee in Denmark and another in the U.S.A. work and counsel with Mr. and Mrs. Nielsen.

Danish Advisory Committee

J. Th. Arnfred, Principal, Askov Hojskole.
Erik Halvorsen, Secretary, Folk School Alumni Association.

Hall Kock, Principal, Krogerup Hojskole.
Aage Damgaard, manufacturer.

Johannes Novrup, former Chief Government Inspector of Adult Education.

Jens Rosenkjaer, former teacher at Askov Hojskole.

Arne Sorensen, journalist and educator.

American Advisory Committee

Richard Andrews, Secretary, American-Scandinavian Foundation.

DeWitt C. Baldwin, Director, Lisele Fellowship.

Edwin S. Burdell, Director, Cooper Union;
Sigurd Christensen, Danish Consul General,
New York.

George D. Cole, Jr., Educational Director,
Randall School.

Jean Whitman Gilpatrick, Alumna of 1st Experimental Group.

John H. Glasse, Director, Christian Activities Council.

C. H. W. Hasselriis, Director, Danish Information Service.

Eduard C. Lindemann, Emeritus Professor, Columbia University.

Hans B. C. Spiegel, Human Relations Consultant.

The Experimental Group is working closely with the Lisle Fellowship, Inc., an International Institute of Human Relations, Willkie Memorial Building, 20 W. 49th St., New York, New York.

How should one apply? Application should be made to John H. Glasse, 278 Farmington

Ave., Hartford 5, Connecticut. Since the next group is limited in number, application should be made promptly. No charge is made for answering inquiries about this project, but each application must be accompanied by a fee of \$4.00. A personnel committee will carefully review all applications. Upon acceptance by the Experimental Group, the applicant is required to send to the above address \$275.00 of the total cost of participation in the group. Should the applicant decide to withdraw by June 15, this sum can be refunded. After June 15, \$175 can be refunded.

How can one get more information? Requests for information should be addressed to the same address as applications (see above). Anyone wishing to direct questions to members of the group now in Denmark should write to the Experimental Group, Askov Højskole, Pt. Vejen, Denmark.

A. F. of T. Summer Institute

WHEN? August 5th-17th, 1951

WHERE? School for Workers—University of Wisconsin, Madison, Wisconsin

WHO? For A. F. of T. members

WHAT? Discussions, lectures, workshops, recreation—with A. F. of T. members and members of other unions.

COST? Two-week period including tuition, lodging, and board—\$70.00

Plan to spend Aug. 5th-17th at Madison!

Further details will be given in the next issue of THE AMERICAN TEACHER.

EDUCATION NEWS DIGEST

Scholarship trip to Europe offered. A scholarship trip to Europe, with all expenses paid, will be awarded to the person (teachers included) who writes the best essay entitled "Why I Would Like to Go Hosteling in Europe," in a contest sponsored by the American Youth Hostels, Inc., 6 East 39th Street, New York 16, N. Y. The winner in the competition will join one of the supervised groups sponsored by the AYH and will spend 8 weeks abroad, sailing about June 15 and returning about September 1. Abroad, the winner will cover some distances by train or ship, but the greater part of his trip will consist of hosteling (hiking or "biking"). Full information and application forms may be obtained from National Headquarters, American Youth Hostels, 6 E. 39th Street, New York 16, N. Y.

School improves children's behavior, mothers say. Mothers believe the behavior of their children improves upon entering first grade, a study at the University of Illinois College of Education has revealed.

Celia Burns Stendler and Norman Young of the Bureau of Research and Service questioned 212 mothers prior to the entrance of their children to first grade and again after two months of school.

The mothers reported that behavior following school entrance improved with respect to such traits as responsibility, helpfulness, good humor, and independence. With regard to response to directions and to self-control, mothers noticed either no change or a change for the better.

In general, children look forward to beginning first grade with a high degree of "favorable anticipation," the study found. According to their mothers, they look upon the experience as a very important stage in the process of growing up.

Children attach a prestige value to the entrance into first grade and show evidence of increasing consciousness of self-importance, the study found. They reacted similarly to first grade, regardless of whether or not they had previously attended nursery school or kindergarten.

Queried on changes in the attitude of the child toward the mother as a result of meeting a new authority in the form of the teacher, most of the mothers reported no change, but 42 per cent indicated some change in the direction of putting the teacher above the mother. In almost all cases (92 per cent) the mothers were convinced the children liked school and the teacher, even though 42 per cent mentioned criticism of the school by the child, and 39 per cent reported days when the child did not want to go to school.

Science teachers offered fellowships. Science Teachers Fellowships provided by a grant from the Westinghouse Educational Foundation will bring 50 high and preparatory school teachers of science to the Massachusetts Institute of Technology for six weeks beginning Monday, July 2.

Designed to provide a review of fundamental sciences as well as a survey of recent scientific advances, the program will include lectures and demonstrations by many prominent members of the M.I.T. faculty. It will be under the general direction of Professor Francis W. Sears, chairman of the Institute's Summer Program for Science Teachers Committee.

The fellowship program is made possible by a grant of \$62,500 from the Westinghouse Educational Foundation, made in 1949 to provide 50 M.I.T. Science Teachers Fellowships of \$250 each to be awarded each summer from 1949 to 1953.

The 1951 program, third in the five-year series, is open to science teachers in high and preparatory schools throughout the United States who are college graduates or have equivalent qualifications to carry on the courses.

Dr. James R. Killian, Jr., president of the Institute, describes the 1951 Science Teachers Program as a special service designed to help teachers keep pace with the latest developments in science.

The program will include a review of important concepts in physics and chemistry presented by those in charge of freshman instruction in these subjects at M.I.T., and will cover recent developments in the fields of physics,

chemistry, biology, meteorology, geology, and aeronautical engineering. The summer program will begin with registration on Monday, July 2, and will continue through August 10.

Subjects to be discussed will include cosmic rays, nuclear physics, high energy accelerators, radioactive tracers, large molecules, application of electronics to problems in biology, biological effects of radiation, the use of radar in meteorology, artificial stimulation of rain, determining the age of rocks by radioactivity, and problems of supersonic flight.

In addition to formal lectures and laboratory demonstrations, teachers enrolled for the course will have the opportunity to inspect the Institute's cyclotron and synchrotron, the Van de Graaff electrostatic generators, acoustics laboratory, spectroscopy laboratory, biology laboratory, differential analyzer, and supersonic and subsonic wind tunnels used for aircraft research.

To achieve the greatest degree of informality and teaching participation, frequent meetings will be held for general discussion of problems and methods of teaching science to boys and girls of high and preparatory school age—an opportunity for the teachers to "talk shop."

On the recreational side, libraries and dining rooms and sports, swimming in the Institute's pool and sailing facilities in the Charles River Basin will be available to the visitors, as well as sightseeing excursions.

Educational programs on TV. Nineteen colleges in New Jersey, Pennsylvania, and Delaware have begun a five-month series of educational programs on television. The study sessions run from 15 to 30 minutes and are presented five days a week. There will be two series of programs, each continuing for 11 weeks. In addition there is a TV class, "Let's Speak Spanish." The courses offer no college credit.

The first "video semester" covers such topics as "Governments round the World," "Nuclear Physics for the Layman," "The Homes We Live in," "Understanding Our Teen-Age Children," "Success through Self-Improvement," and "The Child and the Family."

Among the cooperating colleges are Penn State College, the University of Delaware, St. Joseph's College, Temple University, Bryn Mawr College, and Rutgers University.

A study of the use of educational films in Nebraska. George Hammersmith, chairman of AFT's standing committee on education by new media, reports on a study of the use of educational films in Nebraska. He states that this study, made under the direction of the University of Nebraska, state-supported educational institutions in Nebraska, and the Nebraska State Department of Public Instruction, revealed the following significant facts:

1. Through the use of films the subject matter of the standard curriculum is more effectively learned and better retained.
2. The Nebraska communities near the experiment centers have begun to use more motion pictures.
3. All the teachers colleges in Nebraska have introduced courses on how to teach with films.
4. The interest of the pupil in national and international affairs, in current events, and in the world in which he lives has increased as the result of the use of films.
5. The work on the U.N., based on the use of films, was an excellent example of how the screen can help to prepare young people to live and face world problems.

A reading list in labor-management relations. The University of Illinois College of Education and the Institute of Labor and Industrial Relations publishes monthly a high school reading list in labor-management relations. The list issued on January 31, 1951 includes readings under the heading of "the unionization of teachers." Articles are from union publications, government bulletins, and magazines of general circulation. The list is primarily for teachers and librarians, but usually it includes also material for students of social studies. It is distributed free of charge to high school principals, librarians, and teachers upon request.

\$1,000,000 to improve citizenship education. A grant of \$1,000,000 has been made to Teachers College, Columbia University, by the Carnegie Corporation of New York to enable the Citizenship Education Project to expand its service for improving and strengthening the teaching of American citizenship in the nation's public schools.

"America will continue to be great as long as we champion the right of our brothers to be different, to contribute out of a different cultural background and out of a different religious tradition to the enrichment of the whole . . . True brotherhood is based on an appreciation of differences."—Rabbi Edward Klein, in a sermon on February 25, 1951.

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

The Indians and Eskimos of Hydaburg, Alaska have a reserve of 101,000 acres, which is only a small part of their original land holdings. The fishing sites on this reserve have been seized by packing companies. Under a recent ruling by the Commissioner of the Indian Bureau, limiting the rights of Indians to select an attorney of their own choosing, the natives have been stymied in their efforts to regain what is legally theirs.

Only 1,288 Navajo boys and girls can enjoy the new Inter-Mountain School near Brigham City, Utah, nearly 500 miles from their squalid reservation homes. Of the 25,000 Navajo children of school age, 14,000 still lack educational facilities, despite a treaty dating from 1868 which included an agreement that schooling was to be provided. An additional 8,000 children receive very meager education in inadequate reservation or mission schools. White school boards bar Indian children from public schools on the grounds that their parents are wards of the government and pay no state taxes.

The legislature of Georgia approved an appropriation of \$206,000,000 for state aid to education. However, the appropriation also contains a clause which cuts off funds from any public school admitting a Negro if the federal courts rule against Georgia's segregated system. Any university which admits a Negro will also be denied any state aid.

The mortality rate among Indians is far in excess of that of the population as a whole. Dr. Haven Emerson says that 40% of the illness among Indians consists of preventable or controllable diseases. An exhibit of paintings to focus attention on the health needs of the Indians was held at the Museum of Natural History through March 23.

Matthew Martinez, a native of Milliken, Colo., an honor graduate from his high school, and a veteran of World War II, recently tried out for postmaster of his home town. Only one other person took the examination and he failed. However, he was appointed to the post. It is believed that bias against persons of Spanish American or Mexican background is the reason for the obvious violation of the merit system.

CREDITS +

Governor Gordon Persons of Alabama publicly burned 30 straps which had been used to lash Alabama prisoners. "The burning of these straps," said the governor, "is simply to make clear to the people of Alabama and the rest of the country that this last relic of brute force and barbarism is a thing of the past throughout Alabama's prison system."

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The Education Department of the Federation of Churches in Washington, D.C. conducts an annual "Christian School in the Nation's Capital." Its faculty and student body are inter-racial. Professor Victor Tulane of Howard University is the Dean.

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The Maryland law requiring segregation of races on railroads and steamboats within the state has been repealed to take effect June 1, 1951.

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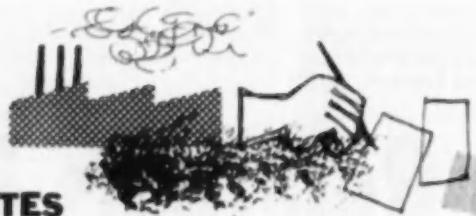
An outgrowth of the AFL Race Relations Institute, held in January under the auspices of the Detroit and Wayne County Federation of Labor, was the creation by the Federation of a special committee to foster democratic practices in local unions and to cooperate with community agencies having similar objectives.

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George Matsumoto, assistant professor in the school of design at North Carolina State College, recently won three awards in a contest sponsored by the National Association of Home Builders and *Architectural Forum*. Professor Matsumoto won two prizes for his small home design and one for a kitchen layout.

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Four visitors, two from Japan and one each from India and Iran, have been in the United States to learn industrial and community methods that can be used in their countries. Dr. Kazimi of Iran remarked that she had found "in the Avondale Cotton Mills of Alabama the best labor-management relations of all twenty countries she had visited. Such good conditions for working, such high standards, the profit sharing, the automobiles, maybe 3,000 to 7,000 workers! It was good seeing it and perhaps in a few years I can find someone in Iran to follow this example."



by
Meyer Halushka

Local 1, Chicago

LABOR NOTES

A TRADE UNION GLOSSARY

AGREEMENT: A binding contract entered into by a union and an employer for a specified period of time. It defines the relations between them, the terms and conditions of employment, and describes the procedures to be used in settling disputes during the term of the agreement.

ARBITRATION: The process of permitting an impartial judge or arbitrator to settle a dispute between union and employer.

BOYCOTT: The refusal of a group of people, such as a union or consumers organization, to purchase the products of a particular company.

BUSINESS AGENT: An employee of a local union who organizes the unorganized and helps negotiate agreements and settle grievances.

CERTIFICATION: An official order of a Labor Relations Board designating a local union as the collective bargaining agent for a specific group of employees.

CHARTER: An official document through which an international union establishes a local union and gives to it rights and duties under the international union's constitution.

CHECK-OFF: The system under which an employer, by agreement with the union, deducts union dues from the wages of his employees and turns them over to their union.

CLOSED SHOP: A mutual agreement between an employer and a union which specifies that no persons shall be employed who are not members of the union and that all employees must continue to be members in good standing throughout their period of employment. (Such agreements are banned by the Taft-Hartley Law.)

COLLECTIVE BARGAINING: Negotiations between union and employer to determine terms and conditions of employment.

COMPANY UNION: An organization unaffiliated with other unions and under the control and direction of the employer.

CONCILIATION: The effort to settle a dispute between union and employer through the services of a disinterested person. The conciliator (or mediator) does not make a decision in the dispute but merely tries to bring the parties to agreement. Synonymous with "mediation."

FEDERAL LABOR UNION: A local union affiliated directly with the American Federation of Labor, not through an international union.

FEATHERBEDDING: A term loosely applied to any union work rules which allegedly place limitations on the maximum utilization of manpower or machines, thus supposedly creating "soft" jobs for a greater number of persons than are actually needed.

"FRINGE" BENEFITS: Non-wage benefits, such as pensions, paid vacations and holidays obtained from employers through collective bargaining.

INDUSTRIAL UNION: A labor organization whose jurisdiction includes all or most occupations, skilled and unskilled, within an entire industry. The International Ladies' Garment Workers' Union (AFL) is an example of an industrial union.

INTERNATIONAL UNION: Unions having membership in Canada as well as the United States.

JURISDICTION: The occupations, industries, and area in which a union, through its charter, has been authorized to organize.

LOBSTER SHIFT: The work shift which begins at midnight or ends in the early morning hours.

LOCKOUT: A withholding or shutting down of work by an employer in order to coerce the employees into accepting his terms.

OPEN SHOP: Theoretically, a shop where both union and non-union members are employed. In the past such shops generally were "closed" to union members.

PICKETING: The act of walking back and forth before the place of

work during a labor dispute for the purpose of informing the public that a dispute exists, and persuading workers to join or continue the strike.

"QUICKIE STRIKE": A spontaneous stoppage of work by a group of employees without the sanction or approval of the union.

RUNAWAY SHOPS: Businesses which have changed locations to escape from union conditions or state labor laws.

SCAB: An employee who continues to work during a strike, or one who accepts work in a place where a strike exists.

SECONDARY STRIKE: A strike against an employer who uses or sells materials from a struck plant.

SENIORITY: Employment rights and privileges based on length of service.

STEWARD: An employee elected or appointed by the union to assist union members in getting their grievances adjusted. Also called "shop steward" or "shop chairman."

STRIKE: A stoppage of work in order to express a grievance or to enforce demands for better wages and working conditions.

UNION SECURITY: Provisions in collective agreements which grant the union shop or require maintenance of membership of those who once join the union.

UNION SHOP: An agreement between the union and employer requiring all employees to remain members of the union and those who are hired to become members after a specified period.

WELFARE PROVISION: A clause in the agreement in which the employer agrees to provide pensions, life or hospital insurance, or other assistance to employees during periods of sickness or retirement.

YELLOW-DOG CONTRACT: A document which an employee is forced to sign as a condition of employment, wherein the employee promises that he will not join a labor union.

Scholarships awarded by labor groups

The California and Michigan State Federations of Labor are announcing scholarship awards for deserving high school students. This is the first time the California Federation has undertaken such a project, but they are already offering three scholarships of \$500 each for worthy students who will attend a four-year college. Awards will be determined regardless of race, color, or creed, on the basis of special two-hour examinations on social and economic conditions affecting labor. The money will be deposited in the student's name in the college of his choice.

The Michigan Federation of Labor is offering \$2100 in its second annual essay competition. The prizes will be divided into three sets: one for the Detroit area, one for southern Michigan outside of Detroit, and the third for northern Michigan including the upper peninsula. In each set a first prize of \$500 and a second of \$200 will be given. Last year a single set of prizes was awarded for the entire state. The topic for this year is "How has organized labor changed America in the last fifty years?" The winners may use their awards for tuition, books, or any purpose approved by the scholarship committee.

Six students are attending Northwestern University in Evanston, Illinois, under the scholarship program of the Chicago Flat Janitors Union. These awards, limited to the sons and daughters of the members of the union, include tuition and additional funds.

Labor honors Gompers through public schools

In honor of the 101st birthday of Samuel Gompers, founder of the American Federation of Labor, the Chicago Federation of Labor recently presented a gift of \$200 to the Samuel Gompers School in Chicago. Since this is a special school for handicapped children, the money can be put to good use either for equipment such as wheel chairs or for games and other recreational materials.

At the Chicago Gompers Centennial Celebration last fall, 40 of these children were special guests. They were brought early to avoid being injured by the crowd and had a special reserved section. Nevertheless, the trip was an arduous one for most of them. This demonstration of their loyalty to the name of Gompers so impressed some of the members of the Chicago unions that they have

become deeply interested in the school and frequently visit it to check on ways in which they can be of service.

Other areas, too, are honoring Gompers through their schools. Officers of the Baltimore Federation of Labor unveiled a plaque commemorating the dedication of the Samuel Gompers Memorial School. The Sign and Pictorial Painters Union presented the school with a portrait of Gompers.

Children under 14 at work

Are children under 14 years of age employed in the United States? Most people would say "No." The Department of Labor says "Yes." Two sample surveys of child labor, made for the U. S. Department of Labor's Bureau of Labor Standards by the Census Bureau in the latter half of 1950, show that large numbers of young children, 10 through 13 years of age, were working—in agriculture, as newspaper carriers and sellers, as baby sitters, and in stores. In August it is estimated that there were 1,095,000; in October, a school month, 719,000. These working children accounted for 1 in 8 of the total population of these ages in August, and 1 in 12 in October.

Half of these youngsters worked for pay—in August 592,000, and in October 361,000.

Paid workers in agriculture

Large numbers of children were found working for pay in agriculture, both during vacation (188,000 in August) and after schools opened (152,000 in October).

A large number worked at full-time jobs, that is for 35 hours or more per week, in both months—74,000, or 39 percent, in August and 53,000, or 35 percent, in October.

Unpaid workers in agriculture

The number of unpaid child workers of these ages employed on their parents' farms was about twice as

large as the number of hired workers of these ages in agriculture (441,000 in August and 295,000 in October). This family labor, though unpaid, was a real job for most of these children. Except for a small number of children classed as self-employed, none was counted as working unless employed at least 15 hours during the week. A substantial proportion (35 percent in August and 42 percent in October) worked 35 hours a week or longer.

Workers in nonagricultural industries

The children with nonagricultural jobs (465,000 in August and 272,000 in October) worked largely as newsboys, as baby sitters and domestic workers, and as helpers in retail drug or grocery stores. Most of these children worked for pay—404,000 in August and 209,000 in October. In August one in four (113,000) worked 15 to 34 hours per week and in October, one in eight (33,000). Relatively few were in full-time jobs; in August 38,000, or 8 percent, worked 35 or more hours during the week and in October only 2,000. However, other sources indicate that employment of children so young, if unregulated and unsupervised, may be undesirable or injurious, regardless of the number of hours worked.

School enrollment of young workers 10 through 13 years of age

In October, when boys and girls under 14 years of age are expected to be in school, 86,000 of these working children 10 through 13 years of age were not enrolled in school. The children out of school were chiefly those in agricultural work (82,000 out of the 86,000). Practically all of the children who were out of school and working for pay were employed in agriculture (40,000 out of 42,000).

It is noted that 178,000 of the young children of these ages working in agriculture worked 35 or more hours a week in that month.

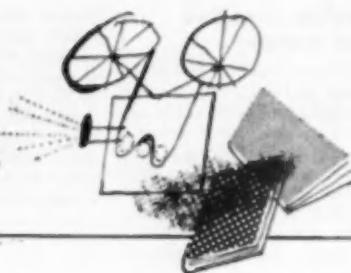
PLAY SAFE BUY MILK in
GLASS BOTTLES

The glass milk bottle is the only retail container which is sterilized just before filling. It receives a 25 minute heat and chemical treatment, is scrubbed, rinsed and scrubbed again. No other container gives you the guarantee of cleanliness and purity found in glass. When you buy foods and beverages, ask for glass containers. 100% union made.

GLASS BOTTLE BLOWERS ASSOCIATION, AFL
12 So. 12th St., Philadelphia, Pa.
Lee W. Minton, President

AFL

BOOKS AND TEACHING AIDS



international fellowships, scholarships, exchange

STUDY ABROAD

A UNESCO publication: Volume III, 1950-51. Columbia University Press, 2960 Broadway, New York 27, N.Y. 308 pp. \$1.25.

Persons interested in study abroad can certainly find much helpful information in this international handbook, and even the stay-at-home will be impressed by the extent of this annual UNESCO survey of fellowships and similar awards for study abroad.

In one of the most important chapters, international fellowships and scholarships available in 1950-51 are listed under the countries awarding them. In each case the qualifications are given, and one is told where to apply for the award. Sixty countries are listed as donors.

The second part of this chapter contains an index arranged according to regions, groups, and countries whose nationals are eligible for the awards.

The last chapter lists programs for the international exchange of "trainees." A "trainee" is defined as "a person who proceeds to a country other than his own for a limited period of time, on a remunerative or non-remunerative basis, in order to enlarge his vocational or technical knowledge." The programs are listed under the countries where the programs originate (i.e., host countries).

for educational films

Teaching Film Custodians, a non-profit educational organization established a decade ago, brings to the schools and colleges of America approximately 600 film subjects. By writing to the organization at 25 West 43rd Street, New York 19, N.Y., teachers may obtain without charge a booklet containing catalog descriptions of many films correlated with the following curriculum areas: English, geography, science, U.S. history, world history, social studies, music, physical education and recreation, health and hygiene, safety education, and elementary education.

Teaching Film Custodians has contributed these special services to education:

1. Excerpting single feature films to fit educational needs.

2. Combining excerpts from several feature films into one special educational picture.

3. Producing "tailor-made" teaching films on special subjects.

4. Distributing hundreds of "teacher tested" short subjects from the vast stores of the motion picture industry.

5. Assisting in research programs on the most effective use of motion pictures.

GEORGE HAMMERSMITH, Local 250, Toledo, O.

standards for human rights

HUMAN RIGHTS—WORLD DECLARATION AND AMERICAN PRACTICE

By ROGER N. BALDWIN. Public Affairs Pamphlet, No. 167. Public Affairs Committee, Inc., 22 East 38th Street, New York 16, N.Y. 1950. 32 pp. 20 cents.

Civil rights in the United States fall somewhat, but not seriously, short of the standards outlined in the Universal Declaration of Human Rights. Such is the conclusion of Roger Baldwin, 1950 One World Award winner, in *Human Rights—World Declaration and American Practice*, a pamphlet released recently by the Public Affairs Committee, a nonprofit, educational organization.

"To promote the educational uses of the Declaration," suggests Mr. Baldwin, who was for thirty years the director of the American Civil Liberties Union, "studies should be made in every country professing democracy to show how far its own law and practices measure up to the obviously advanced standards set forth in the Declaration."

Commenting on the present U.N. discussion on the Covenant of Human Rights, which aims to put the principles of the declaration into a binding pact, Mr. Baldwin asserts that "the guarantee of human rights on an international scale would be without force unless persons could appeal to an international authority after they had, as the lawyers say, exhausted their remedies in their own countries."

Mr. Baldwin sets forth four suggestions for making the international enforcement of human rights more effective:

1. Judicial review by an international court, acting on complaint of private associations, groups, or individuals, as well as governments.
2. Protective devices to aid in the enforcement of human rights, both through machinery in the United

Nations and through civil rights agencies in the prosecuting branches of the national governments.

3. Alert private nongovernmental agencies, acting on behalf of those whose rights are violated, both in the international field and nationally.

4. A special Human Rights Commission with independent power to investigate and enforce.

"The development of such international authority on democratic foundations would obviously contribute greatly to the decline of police states," concludes Mr. Baldwin. "An enforceable system of rights, even if confined to a few signatory countries as a beginning, would, as it worked, spread widely."

After reviewing each article of the Universal Declaration of Human Rights in the light of law and practice in the United States, the author believes that "in terms of the basic democratic rights—freedom to change governments and the powers of a sovereign people—the record is highly encouraging. But if one stresses the denial of equality under law to all citizens because of race, nationality, and sex, the record is far less encouraging. It is doubtful, however, whether any other major democracy has achieved a better score, certainly none where so diversified a people exist under one government."

toward better labor-management relations

HUMAN RELATIONS IN MODERN BUSINESS

Sponsored by a group of American business leaders. Prentice-Hall, Inc., New York, N.Y. 52 pp. Copies can be obtained from the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.

The group of men who prepared this pamphlet consulted with a distinguished list of economists, educators, editors, clergymen, and union leaders because they recognize that business men alone cannot solve the labor-management problem, even though they have made considerable progress in dealing with the men and women they employ. Certainly they are speaking for employers, but they state quite frankly that no one has succeeded in defining clearly "the rights of management." The discussion is not, therefore, a defense of management or of labor, but rather a fair statement of the idea that cooperation is a two-way proposition, and that "the constructive approach is to learn from the past what are the opportunities of the future." It is in this spirit that the pamphlet considers the problem of labor-management relations as one of fundamental human relations.

The interdependence of men—their need for esteem and security, and their desire for social contacts—is accepted as characteristic of all men whether they are members of the swank country club or of the factory workers' bowling league. Democracy acknowledges these needs of man and comes nearer to satisfying them than any other system. This pattern for political life is thus a fitting pattern for industrial life. Moreover, team work is a moral and religious

demand as well as a psychological one. Management must fully recognize these factors and take them into consideration to effect a contented, harmonious and efficient team.

It is agreed that nations have become rich while exploiting their workers, but this unwholesome situation cannot endure. And we have heard the voice of labor through unions demanding social legislation to curb exploitation and to win a share in increasing wealth. Progress is being made. Good physical working conditions, intelligent personnel policies, and stable employment are coming nearer to realities. However, these alone are not enough. As the authors state, "the basic problem is the establishment of a total pattern that will meet the needs of man's moral and social nature."

The pamphlet continues: "Labor is not merely a commodity, to be bought and sold, used and discarded, like a machine tool in the factory. . . . [Employees'] first demand is that they be treated as human beings, not as machines." Unions have been right to seek better than a subsistence level for their members; a basic wage is a *moral obligation* of industry. Man also needs self-respect, the respect of others, a chance to live, some assurance of security, and a social life. To concentrate on only one of these is a fallacy which leads to frustration. Because so much of a man's life is spent at his work, frustration there leads to aggressive action and produces an unhealthy society.

The authors stress use of the best personnel practices, adequate opportunities for communication of ideas of employees, a program for grouping employees to participate in company activities, and the opportunity to share increased productivity. Labor unions offer the avenue through which this participation may be organized; they should be regarded as the natural voice of employees and never as a challenge to the rights of management. The employer must recognize that the union frequently offers a better means of communication between him and labor than any he could himself devise. Moreover, unions are growing up. No longer are they merely militant and belligerent, but many now undertake a benevolent and educational function.

Management and labor—through its unions—can solve many of the problems of our economic life only through cooperation. The world is looking to the United States for an example of what free men can achieve. "This is the challenge, and our opportunity."

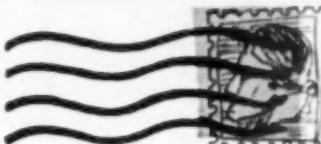
games for school

A SCHOOL GAME BOOK

By MARGARET E. MULAC and MARIAN S. HOLMES. Illustrated by GEORGE MATHEWS. Harper & Brothers, New York, N.Y. 124 pp. \$2.50.

This book contains a variety of good ideas and suggestions that would be especially helpful for indoor recesses or for Friday afternoons. The arrangement of the material is good and the explanations are easy to follow. Altogether it is a very worthwhile volume.

MARIE L. BRITT, Local 1, Chicago



Indiana University study reveals relative dollar value of 1950 salary

856 BLOOMINGTON, IND.—The Indiana University Teachers Union has made a salary study showing the value of their 1949-50 salaries in 1941 dollars. The formula which they used was this: From the 1949-50 salaries subtract the entire federal income tax and take 56% of the remainder. The reason for subtracting the income tax is that in 1940-41 the average annual salary of a faculty member on the Bloomington campus was \$3350, and no federal income tax was paid at that income level. Only a few people in the highest salary brackets paid any federal income tax that year, and the amount paid was small. The 56-cent value of the 1949-50 dollar is based on figures of the Bureau of Labor Statistics Cost of Living Index.

	Average Salary 1940-41	Average Salary 1949-50	Value of 1950 Salary in 1941 Dollars
Full Prof.	\$4753	\$6451	\$3304
Associate	3439	5118	2564
Assistant	2827	4190	2122
Instructor	2160	3411	1742

Receipt of tax refunds establishes validity of deduction claim

770 ROYAL OAK, MICH.—In a recent issue of *THE AMERICAN TEACHER* it was reported that two Royal Oak teachers, following suggestions made at the 1950 AFT convention, had requested income tax refunds for amounts spent for tuition, books, and other expenses involved in taking required courses. These two teachers have now received refunds.

It is now clearly established that if a teacher is required to take additional work, either in summer school or in night school, in order to maintain his qualifications for his present position (for example, to obtain renewal of a certificate or to meet requirements laid down by his board of education for holding his position)

The study included also a comparison between the increases in faculty salaries from 1946 to 1950 and the increases in the salaries for building trades workers in Bloomington in that period. From 1946 to 1950, salaries of masons increased 79%, of carpenters 54%, and of hod carriers 64%. This represents an average increase of approximately 66%. If salaries at the University had kept pace with Bloomington labor, the Full Professor would have received \$8493 in 1950, instead of the \$6451 actually received (*see table*), the Associate Professor would have received \$6575, the Assistant Professor \$5303, and the Instructor \$4070. Even these increases would have merely kept pace with mounting living costs.

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Quincy committee lists maximums paid in Illinois cities

809 QUINCY, ILL.—The salary study committee of the Quincy local prepared a study of salaries in a number of Illinois cities. The salaries given here are the maximum for an MA in each schedule:

Springfield	.....	\$4700
Waukegan	.....	4700
Decatur	.....	4500
Elgin	.....	4500
Belleview	.....	4400
Moline	.....	4400
Peoria	.....	4400
East St. Louis	.....	4390
Joliet	.....	4200
Alton	.....	4200
E. & W. Aurora	.....	4200
Bloomington	.....	4200
Champaign	.....	4200
Jacksonville	.....	4200
Pekin	.....	4200
Rockford	.....	4200
Freeport	.....	4100
Rock Island	.....	4100
Danville	.....	4100
Kankakee	.....	4000
Quincy	.....	3900
Galesburg	.....	3850

The Illinois Teacher

Toledo University faculty member elected to labor body

934 TOLEDO, O.—Miss Hazel Barnes, Assistant Professor of Classics and Philosophy at the University of Toledo, has been elected to a three-year term as trustee of the AFL Central Labor Union. Miss Barnes came to Toledo from Athens, Greece, where she had been head of the English department of Pierre College. In addition to her new position in the AFL body, Miss Barnes is also vice-president of her local. She is enthusiastic about the work of the union, for she declares that in Greece "we had no labor organization for teachers."

Oakland group plans aid for new teachers with discipline problems

771 OAKLAND, CALIF.—The question of the assignment of inexperienced teachers to problem classes has been raised by the committee on school behavior of the Oakland Federation of Teachers. Although the administration reported that it is not the policy of the schools to give new teachers difficult groups, the Federation has noted many cases where young teachers are facing serious difficulties. They have, therefore, sought some solution to the problem. Their suggestion is that an older teacher in the school might serve as a sponsor and be available for the younger teacher when problems arise. It was felt that a beginning teacher might feel freer to consult with another teacher about such matters than with an administrator who might receive an unfortunate impression of the younger teacher's abilities. The democratic organization of a school administration makes such a system quite natural.

Honor G. Johnson with industrial art award

581 INDIANAPOLIS, IND.—Gordon Johnson, a member of 581 and an instructor in industrial arts at Shortridge High School, recently was given an award for outstanding work in the field of Industrial Arts after six of the students in his classes were given prizes for entries in the plastics division of a contest sponsored by the Ford Motor Company. This was indeed an outstanding number, since only ten awards were won in the entire state of Indiana. Moreover, the prizes represented a cash amount of \$190.

Teachers in Portland await \$400 increase

111 PORTLAND, ORE.—Teachers of Portland have been granted a \$400 increase to be effective July 1, 1951. This brings the salary for those with an M.A. to \$3200 for a beginner and \$5100 for those with nine or more years of service.

St. Paul has \$300 raise

28 & 43 ST. PAUL, MINN.—The teachers of St. Paul have been given an across-the-board increase of \$300. This does not entirely meet the rise in living costs, but it must bring some relief to strained family budgets.

Double anniversary marked by large group at Council Bluffs celebration

738 & 1042 COUNCIL BLUFFS, IA.

—A dinner meeting recently marked the eighth anniversary of the Council Bluffs Federation of Teachers and the first anniversary of the Council Bluffs Federation of Principals and Supervisors. One hundred eighty members and guests were present. Special guests were members of the Central Labor Union and of the Board of Education.

AFT President John M. Eklund addressed the group. He stressed the importance of the classroom as the first line of our national defense.

One of the impressive features was a candle-lighting ceremony during which eight candles were lit for 738 and one for its young colleague, 1042. They were then dedicated to

the principles enumerated in the "Charter for the Rights of the Child" (see the January 1951 issue of *THE AMERICAN TEACHER*, page 8).

Offer bill to permit mid-year salary increase

771 OAKLAND, CALIF.—*The Oakland Teacher* reports that a bill has been introduced by the California State Federation of Teachers to make it legally possible to raise teachers' salaries during the contract year. Teachers all over the state have been having difficulty getting salary increases or cost-of-living bonuses in mid-year. District attorneys have declared that such payments were "illegal gifts of public funds." This bill would permit such increases.

Furry Lists Seven of the Factors That Make a Union Strong

THE mortality rate is usually high among new organizations. Perhaps the reason for this is the lack of careful planning on the part of those who form the original group. In Illinois we are fortunate in having a large number of locals that have passed through this period of instability and have emerged as strong teacher unions.

These unions are strong because of the following factors:

1. They have a carefully worked out program for the year, as well as a long range program of teacher welfare and professional growth.

2. They have a loyal group of officers, willing to give enough of their time to carry the program into effect.

3. There are several active committees under capable chairmen. In addition to the executive council, perhaps the most important committees are those on membership and grievances.

4. Members are willing to rely on collective bargaining in all matters that pertain to the welfare of the group. The whole history of the labor movement shows that workers made little improvement in their conditions until they began to bargain as a group.

5. Democratic procedure is followed by the union. All members

should be given a chance to discuss and vote on the year's program as well as on other important matters.

6. Meetings are held at regular intervals, are well publicized, and are held at times and places convenient to the membership.

7. There is cooperation with affiliated city, state, and national labor organizations. Delegates from local unions who attend meetings and conventions of large affiliated labor bodies can profit by the exchange of ideas. There is an opportunity to learn of successful procedures for handling problems and to gain inspiration from contact with the purposefulness of the entire labor movement.

This estimate of what makes a strong teacher union may not be a complete one, but we believe all the points mentioned are important to the success of any local. A union that remains static year after year, that fails to represent more than a minority of the teachers in the community, should do some serious stock taking. If the seven points listed above are followed we believe that the organization will attract new members and be able to carry out a worthwhile program.

ROBERT FURRY, President, Illinois State Federation of Teachers

Survey reveals practices for paying master teachers of student instructors

3 PHILADELPHIA, PA.—A recent survey made by the Federation reveals that many Pennsylvania colleges pay the master teachers who supervise the work of student teachers.

The president of Cheyney State Teachers College says: "Master teachers in other than first class school districts are paid at the rate of \$77 per unit involving two full-time students all day for a period of 18 weeks. Of course, many master teachers are paid only half, or other proportionate amounts, of this rate."

Dean M. R. Trabue of the Penn State School of Education reports: "The master teacher with whom a student teacher is working receives a nominal payment of \$25 from the college for extra services involved in helping these student teachers. Our students do their practice teaching in a city school system at least 40 miles from the college campus. They spend the entire day in the classroom to which they are assigned, five days a week for at least eight weeks. They do not have other college courses during the half-semester they are doing student teaching."

Bucknell University also pays master teachers. There, too, the practice teaching is a full-time assignment for the student for eight weeks.

The Bucknell answer to the Federation query states: "The critic teachers responsible for our student teachers are paid at the rate of \$30 for each student teacher. In all districts this now goes directly to the teacher doing the work. For some

years, however, one of our schools training many of our student teachers had ruled that these payments were to be made to the school district. Money thus obtained was used to pay for the tuition and books of faculty members taking extension or summer school work."

Other colleges reporting pay for master teachers did not specify amounts.

Dr. Leslie Cushman, who is in charge of the practice teaching program of the Philadelphia schools, says that local institutions are not prepared to pay for work with student teachers. Any payment, he says, would necessitate an increase in tuition charges for the students involved.

Dr. Cushman adds: "There have been two or three instances where we have accepted student teachers from colleges that do pay for such service. In such cases the usual payment for assistance has been made but with the understanding that this will go to the school involved rather than to a particular teacher. There has been no formal action regarding this, but when inquiry has been made by the principal, I have said there seems to be no reason why this payment should not be used for something that would be of common benefit to the teachers of the school involved."

"If we accept anything more than an incidental number of students from colleges that pay for this service, obviously there should be some formal action."

The Federation Reporter

Detroit confers on youths in the atomic age

231 DETROIT, MICH.—The Detroit Federation of Teachers cooperated with other community organizations to present its annual community conference. The topic this year was "Youth Faces the Atomic Age." At the opening session Brigadier General Clyde E. Dougherty, director of civilian defense for the Detroit area, spoke; he was followed by Dr. Thomas Hoagland of Wayne University whose topic was "A Plan for Civilian Defense." The next part of the program was made up of discussion groups. The interesting thing about these panels was the selection of one person from each to serve on a follow-up committee to continue the activities suggested by the group.

At the luncheon Dr. Howard Lane,

consultant on juvenile delinquency for the Detroit Police Department, talked on "A Good Community Cares for its Children."

Participating organizations included many civic, veteran, welfare, and labor groups.

Youngsters in Penang get the Wizard of Oz

250 TOLEDO, O.—The Toledo Federation of Teachers has received a letter of thanks from Mr. and Mrs. Ed Packer, who are in Penang, Malaya. A contribution sent by members of the Toledo local was used by the Packers to purchase six books for the Penang library. Imagine the pleasure of those Penang youngsters who meet Dorothy and the Wizard of Oz for the first time!

Dayton has hired more married teachers

921 DAYTON, O.—Dayton's publication, *The Union Teacher*, has turned up some interesting statistics. Of the 1,275 persons on the educational pay-roll on January 1, 1951 almost half are married men and women.

	Women	Men	Total
Married	361	249	610
Single	518	17	535
Widowed	72	3	75
Divorced	51	2	53
TOTAL	1002	271	1273

More than half of the 100 teachers employed so far this year are married persons (see table below). The number of unmarried women school teachers seems to be decreasing. It is certain that if schools are to continue with enough teachers to fill their needs, they must all discard discrimination against married women. That seems to be the moral of these Dayton figures.

	Women	Men	Total
Married	42	13	55
Single	29	10	39
Widowed	6	0	6
Divorced	0	0	0
TOTAL	77	23	100

They meet over tea cups

250 TOLEDO, O.—The Toledo Federation of Teachers has a "professional contacts committee." Its members have been very busy recently in planning a series of teas at which probationary teachers have been special guests and where they have had an opportunity to get better acquainted with their colleagues. Federation members in various sections of the city opened their homes for these affairs.

A helpful feature of these parties was the use of a questionnaire on which were listed some of the problems which confront the new teacher. These were checked and turned in unsigned, so that more experienced members of the profession might give as much help as possible.

At each tea music, home movies, and friendly chats formed the basis of entertainment. In each case, too, building representatives and members of the Board of Directors of the Federation were among the guests.

Michigan adds 12 locals

In less than a year the Michigan State Federation of Teachers added twelve new locals to its roster. This was the largest increase in membership and the greatest number of new locals reported at the last meeting of the AFT Executive Council.

New plan provides extra pay on a job basis

252 MILWAUKEE, WIS.—The Milwaukee school board has voted to place all extra-curricular assignments on a "job" basis, rather than on an hourly rate basis. Teachers are to be compensated for performing a duty, rather than for putting in a certain number of clock hours after regular school hours. In making this change the board eliminated the "B" schedule which was previously set up to be paid out of each school's general fund for hours worked after four o'clock.

This part of the schedule has always been a sore point with high school teachers. The duties listed in this schedule included school publications, dramatics, book stores, and several other activities. Teachers who were assigned to these jobs received no pay, with few exceptions, since principals maintained that the work usually was done within the regular school day. Teachers contended that the activities were of such a nature that they had to be done when students were in school, but the teachers were compelled to use time after school hours for conferences, lesson preparation, records, and other tasks which the extra assignments crowded out of school hours.

Under the new plan teachers assigned to extra-curricular work will have a set schedule with released time. In calculating the pupil-teacher ratio, such teachers are not to be counted as full-time teachers. Thus the overload cannot be distributed to other teachers in the building. The Milwaukee Teachers Union has long advocated this as the proper method for dealing with extra-curricular assignments.

Coaches' schedule revised

Hearings on proposed changes for extra-duty assignments were held in

November. The Coaches Association asked for an upward revision for all coaches. This revision was supported by the Teachers Union. The Secondary Principals, however, submitted lower figures than those recommended by the coaches. The schedule finally adopted gives head football coaches \$450, basketball coaches \$375, and track coaches \$300. For assistant coaches and coaches in minor sports there is a graduated schedule.

Revised schedules were adopted also for managers, directors of intramural sports, music directors, coaches of plays and operettas, stage crews, student ushers, ticket-takers, and equipment managers.

Code of duties adopted

The superintendent of schools also recommended that assignments in the senior and junior high schools should be distributed equitably and in order to clarify policies the Board adopted the following code pertaining to the teacher day and load:

1. It is desirable that each teacher be assigned an uninterrupted lunch period of 40 minutes minimum, if such arrangements can be made within the framework of individual school schedules.

2. In each teacher's program, provision should be made for a daily period for preparation, record keeping, and similar activities.

3. Related curricular duties, including attendance at professional meetings, open house, commencement, and similar activities are properly a part of the teacher's assignments.

4. A proportionate amount of advisory and supervisory duties incident to the proper conduct of the school, including homeroom advisement responsibilities, are expected to be shared by school faculties.

Workshop studies school finance

770 ROYAL OAK, Mich.—The Royal Oak Federation of Teachers was host to several locals of its area at a school finance workshop. A group from Ferndale, Hazel Park, Pontiac, Waterford, and Royal Oak met in Pontiac to work on such subjects as state aid distribution, budget categories, and local assessment practices. Follow-up meetings will be held at the request of locals who wish to study the budget of a particular district. This plan is in accord with the Michigan Federa-

tion of Teachers policy of offering expert assistance to any local that desires help in analyzing the financial report or budget proposals of its district.

\$5550 top won in Dearborn

681 DEARBORN, MICH.—Salaries in Dearborn have been set at a new maximum for next year. The new maximum will be \$5550 for an AB and \$5550 for an MA if expected revenue materializes.

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Eighteenth birthday celebrated in Toledo

250 TOLEDO, O.—Local 250 celebrated its eighteenth anniversary by holding a dinner in honor of Carl Benson, for many years an AFT vice-president. Guests and speakers included members of the Ohio Federation of Teachers, members of the Toledo Board of Education, Mrs. Florence R. Greve, of the AFT national office, John Fewkes, AFT vice-president, and Joseph Landis, formerly AFT president.

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